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the products of reflective analysis; ordinarily fusions and assimilations are the immediate experiences. There are experiences which are still more complex, such as the consciousness of space, subdivided into the consciousness of apartness, of form, and of position; the consciousness of harmony, of rhythm, and of melody.

For the first time instinct, habit, and learning are considered in the main text. They are forms of bodily reaction under the laws of perceiving and imagining, and constitute ways in which the efficiency of the organism is promoted in terms of its environment. Other chapters on attention, memory, association, recognition, thought, emotion, will, faith and belief, and the religious consciousness, emphasize the relation of the self to its environment, as expressed by 'personal attitudes' which, under analysis, break up into structural elements.

With so much stress placed upon the relation of the self to its surroundings, we begin to wonder whether the author is not still a trifle inconsistent. From this latest presentation it appears that the relation of the self to its environment is best revealed through its behavior, and that introspection is best suited to the analysis of 'structural elements.' But the peculiar and ultimate method of the science of the relation of self to environment is not the method of behavior, but just this method of introspection. One may emphasize the method of description of behavior and then define psychology from this point of view; or one may lay stress upon the method of introspection and proceed to outline an introspective psychology; but, since the method employed to a large extent defines the science and delimits the results obtained, the reviewer does not believe it consistent to divide the accent as indicated. Thus again it happens, as Ruskin observed that "the thoughts of the wisest are little more than pertinent questions."

University of Illinois

CHRISTIAN A. RUCKMICH.

The Rational Education of the Will. By PAUL LÉVY. (Translated from the French, ninth edition, by Florence K. Bright.) Occult and Modern Book Center, Boston, 1914. pp. xvi + 241.

The author aims to show, in a manner comprehensive to any reader, how physical and mental diseases may be cured by the patient himself. The fundamental law of psychotherapy is that "every idea is action in a nascent state." After illustrating in detail the manner in which ideas tend to express themselves in action, the author takes up means of cultivating and strengthening auto-suggestion as the most efficient therapeutic method. At the outset the patient should become thoroughly familiar with his own mental and physical condition. He should accustom himself to think of auto-suggestion, and should practice it unceasingly, day by day, learning by his failures and making use of every encouraging emotional state. He should then develop a notion of what he is capable of becoming, and what he is capable of doing, constantly suggesting these things to himself. He should understand and apply the laws of mental and physical hygiene, and the law of habit formation. Training of the will consists in obtaining a systematic control of one's actions and thinking; for the will is the "result of numerous factors,—ideas, sensations and sentiments of all kinds." The will function according to the laws which govern the mind, hence the will is free to act only as it is submitted to these rules. Finally the author cites numerous observations which illustrate the therapeutic value of suggestion in the breaking of habits, in the curing of various

physical and mental disorders, and in the correcting of general moral and intellectual debility.

Although the book has but slight scientific value, and contains but little that is not generally known, it may be commended in that it presents a simple and systematic treatment of the subject, and in that it creditably serves the purpose for which it was written.

Clark University

RAYMOND H. WHEELER.

Mentally Defective Children. By ALFRED BINET and TH. SIMON. Translated by W. B. Drummond, with an appendix containing the Binet-Simon tests of intelligence by Margaret Drummond. New York, Longmans, Green and Co., 1914. 180 p.

Although the translation of this book, originally appearing in 1907, is somewhat tardy from the standpoint of those who for the last five years or more have been finding in Binet and Simon their inspiration for clinical and paidological work, nevertheless it is quite worth while from another aspect. It renders more easily accessible to schoolmen in general a book unique in its field. The subtitle, "Guide for the admission of abnormal children into special classes," is enlightening; the aim it implies is kept constantly in mind and only pertinent matters are discussed.

Beginning with a short chapter for orientation in the history of the work with feeble-mindedness, and the prevalence and significance of the condition, the authors present a three-fold classification of all abnormals as the mentally defective, the illy-balanced and the mixed groups. From the description given they seem to include under mentally defective the usual group so-called, the illy-balanced approximate the group now recognized as having only dementia tendencies, while the mixed group is made up of those aments having psychotic tendencies also. These groups are minutely characterized, their aptitudes are enumerated and the pedagogic conclusion is drawn that "all instruction given to defectives must be dominated by the question of its practical usefulness."

Since the need of a different kind of education for such children is obvious, educational segregation is the only solution. A systematic procedure for any such selection is necessary and the one here suggested is logical, not unnecessarily complicated and is based upon practical considerations. The first step is the selection of the group suspected of mental retardation. Since adaptability is a sign of potentially normal functioning the child who fails to adapt himself to the educational situation and therefore to pass along through the grades is probably abnormal. Of course a certain amount of retardation may be due to late entrance, illness or other similar causes. With such cases eliminated a list of all other children under nine years of age retarded as much as two years and of all over nine retarded as much as three years in the grades forms the group to be submitted to individual examination.

This examination is divided into three parts. First comes a pedagogical examination. Here are given Vaney's tests of reading, arithmetic and dictation ability with directions for their use, together with norms. These, with the exception of the arithmetic tests, would doubtless need evaluation because of language differences before they could be used on English-speaking children. The second examination is psychological. The then unfinished measuring-scale of intelligence of the authors is presented in its partial formulation and throws some